TCAP Achievement, Grade 6, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Content	
SPI#	State Performance Indicator
6.1.2	Determine whether a given statement within a passage is fact or fiction.
6.1.20	Distinguish among various literary genres (e.g., poetry, drama, fiction, and non-fiction).
6.1.21	Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.
6.1.22	Recognize the first person point of view in literature.
6.1.23	Select an appropriate summary statement and determine whether the theme is stated or implied.
6.1.26	Determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).
Grammar Conventions	
SPI#	State Performance Indicator
6.3.1	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their there, they're; lie, lay; sit, set).
6.3.2	Identify the correct spelling of plurals and possessives.
6.3.3	Identify sentences with correct subject-verb agreement (person/number) within context.
6.3.4	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement), adjectives (i.e., common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.
6.3.5	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
6.3.6	Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).
6.3.9	Choose the most appropriate interjection to complete a sentence.
6.3.10	Identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.
6.3.11	Identify the correct use of prepositions and prepositional phrases with context.
6.3.12	Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.
Meaning	
SPI#	State Performance Indicator
6.1.3	Indicate sequence of events in print and non-print texts.
6.1.4	Predict future events of a passage.
6.1.7	Select questions to clarify thinking.
6.1.9	Evaluate text for fact and opinion.
6.1.12	Recognize that purpose determines text format.
6.1.16	Identify stated or implied cause and effect relationships.
6.1.17	Draw inferences from selected texts.
Techniques and Skills	
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6.1.8	Use common text features to make meaning from text (i.e., newspapers and textbooks).
6.1.11	Locate information using available features.
6.1.13	Analyze the effects of sound in context (i.e., onomatopoeia)
6.1.15	Locate and verify information to support opinions, predictions, and conclusions.
6.1.18	Analyze the use of similes, metaphors, personification, and hyperbole within context.
6.1.19	Select sources from which to gather information on a given topic and determine their reliability.
6.1.25	Identify patterns of rhyme and rhythm.
6.1.27	Recognize common propaganda techniques (i.e., bandwagon, loaded words, and testimonials).
6.2.5	Identify the most reliable sources of information for preparing a report or project.
6.2.14	Rank possible research resources according to reliability.
6.3.7	Identify correctly and incorrectly spelled words in context.
Vocabulary	
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6.1.1	Use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.
6.1.5	Select appropriate synonyms, antonyms, and homonyms within context.
6.1.6	Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words.

6.1.10	Recognize and use grade appropriate and/or content specific vocabulary within context.
6.1.14	Choose the correct meaning of multiple meaning words in context.
6.1.24	Specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.

Writing/Organization	
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6.2.2	Select an appropriate title that reflects the topic of a written selection.
6.2.6	Rearrange multi-paragraphed work in a logical and coherent order.
6.2.7	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
6.2.8	Select an appropriate concluding sentence for a well-developed paragraph.
6.2.12	Supply a missing piece of information in an outline.
6.2.13	Select an appropriate thesis statement for a writing sample.
6.2.15	Select an illustrations, descriptions, and/or facts to support key ideas.

Writing Process	
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6.2.1	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.
6.2.3	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
6.2.4	Identify the audience for which a text is written.
6.2.9	Select the best way to combine sentences to provide syntactic variety within context.
6.2.10	Identify sentences irrelevant to a paragraph's theme or flow.
6.2.11	Choose the supporting sentence that best fits the context flow of ideas in a paragraph.
6.3.8	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, and interrupters) within context.
6.3.13	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.